



## 5TH GRADE PROGRAM OF STUDIES

	Recipe for a Fire	Stopping the Flames	Fire & Man – Friend or Foe	Hot Habitats	Plot Monitoring	Acre by Acre	Fire & Weather	Weather in your pocket	Firefighting costs Money
<b>GRADE 5 ENGLISH/LANGUAGE ARTS</b>									
<b>Reading</b>									
<b>Students will</b>									
<input type="checkbox"/> identify meaning from a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events (additional supporting Academic Expectation 6.1).			X	X			X		X
<input type="checkbox"/> identify and apply information contained in directions and forms to complete authentic tasks.	X			X	X		X	X	X
<input type="checkbox"/> employ reading strategies to locate and apply ideas and information for inquiry projects and other authentic tasks.	X		X	X			X		X
<input type="checkbox"/> respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting.									
<input type="checkbox"/> use vocabulary and comprehension strategies in context, as well as technology, to understand text.									X
<b>Writing</b>									
<b>Students will</b>									
<input type="checkbox"/> respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers (additional supporting Academic Expectations 1.10, 5.1, 6.3).			X	X					
<input type="checkbox"/> use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations (additional supporting Academic Expectation 5.1).			X						X
<input type="checkbox"/> write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes (additional supporting Academic Expectation 6.3).				X					
<input type="checkbox"/> -write personal pieces, including essays, which reflect on personal experience and make connections to real-world issues (additional supporting Academic Expectation 6.3).				X					
<input type="checkbox"/> apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).				X					
<b>Speaking/Listening/Observing</b>									
<b>Students will</b>									
<input type="checkbox"/> adjust communication based on audience, purpose, and situation.		X							X
<input type="checkbox"/> prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations, with and without technology and visual aids (additional supporting Academic Expectation 5.3).									X
<input type="checkbox"/> use appropriate delivery techniques including correct and appropriate language, nonverbal cues, and visual aids.		X							X
<input type="checkbox"/> apply listening, speaking, and observing skills to conduct and to respond to authentic inquiry tasks (additional supporting Academic Expectation 5.1).		X			X	X	X	X	X
<b>Inquiry</b>									
<b>Students will</b>									
<input type="checkbox"/> develop questions to obtain ideas and information for authentic tasks.			X						X
<input type="checkbox"/> identify types of resources for a variety of tasks and select resources appropriate for specific tasks (additional supporting Academic Expectation 5.4).			X			X		X	

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<input type="checkbox"/> explore research tools to gather ideas and information for a variety of authentic tasks.			X			X		X	X
<b>Technology as Communication</b>									
<i>Students will</i>									
<input type="checkbox"/> use technology to access ideas and information.			X		X	X		X	X
<input type="checkbox"/> explore technology as a means of communication.									X
<b>GRADE 5 MATHEMATICS</b>									
<b>Numbers, Integers &amp; Place Value</b>									
<i>Students will</i>									
<input type="checkbox"/> read, write, and model whole numbers from 0 to 100,000,000, developing place value for ten millions and one hundred millions.	X								X
<input type="checkbox"/> explore appropriate estimation procedures.						X			
<b>Fractions &amp; Decimals</b>									
<i>Students will</i>									
<input type="checkbox"/> read, write, and identify decimals through ten-thousandths.									X
<input type="checkbox"/> explore appropriate estimation procedures.						X			
<b>Number Computation</b>									
<i>Students will</i>									
<input type="checkbox"/> add and subtract decimals to hundredths using manipulatives or symbolic notation.									X
<input type="checkbox"/> explore appropriate estimation procedures.						X			X
<b>Geometry</b>									
<i>Students will</i>									
<input type="checkbox"/> identify and model basic two- and three-dimensional shapes by appearance and in different orientations (i.e., turn models different ways).						X			
<b>Measurement</b>									
<i>Students will</i>									
<input type="checkbox"/> determine area and perimeter of triangles and rectangles.						X			
<input type="checkbox"/> relate units (e.g., linear, volume, mass) within a measurement system (e.g., 125 cm = 1 m 25 cm).					X	X			
<b>Probability &amp; Statistics</b>									
<i>Students will</i>									
<input type="checkbox"/> develop meaning and interpretation of arithmetic mean (average) for numerical data.					X				
<input type="checkbox"/> pose questions; collect, organize, display data; and choose an appropriate way to collect and represent data.					X	X			
<input type="checkbox"/> explore how sample size affects the reliability of the outcome.					X	X			
<input type="checkbox"/> make predictions.					X	X			
<input type="checkbox"/> find mean, median, mode, and range for a set of data.					X				
<b>GRADE 5 SCIENCE</b>									
<b>Scientific Inquiry</b>									
<i>Students will</i>									
<input type="checkbox"/> identify questions that can be answered through scientific investigations combined with scientific information.					X	X		X	
<input type="checkbox"/> use appropriate equipment (e.g., watches), tools (e.g., rain gauges), techniques (e.g., classifying), technology (e.g., calculators), and mathematics in scientific investigations.					X	X		X	
<input type="checkbox"/> use evidence (e.g., classifications), logic, and scientific knowledge to develop scientific explanations.	X				X	X	X	X	
<input type="checkbox"/> design and conduct different kinds of scientific investigations to answer different kinds of questions.						X		X	
<input type="checkbox"/> communicate (e.g., draw, speak) designs, procedures, and results of scientific investigations.					X	X			
<input type="checkbox"/> review and analyze scientific investigations and explanations of other students.					X			X	

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<b>Physical Science</b>									
<b>Students will</b>									
<input type="checkbox"/> demonstrate that energy is a property of substances.	X				X				
<input type="checkbox"/> observe forms of energy transfer (e.g., vibrations in materials).					X				
<input type="checkbox"/> observe the ways heat can move.					X				
<input type="checkbox"/> recognize that the Sun's energy arrives as light with a range of wavelengths and explore how light interacts with matter.					X				
<b>Earth/Space Science</b>									
<b>Students will</b>									
<input type="checkbox"/> explore the characteristics of the atmosphere and how the water cycle affects the atmosphere, clouds, weather, and climate.					X		X	X	
<input type="checkbox"/> investigate living organisms' effects (e.g., changes in the composition of the atmosphere and the environment) on the Earth system.					X				
<b>Applications/Connections</b>									
<b>Students will</b>									
<input type="checkbox"/> examine the role of science in explaining and predicting natural events (e.g., floods, earthquakes, volcanoes).	X				X				
<input type="checkbox"/> demonstrate the role science plays in everyday life and explore different careers in science.	X	X			X		X	X	
<input type="checkbox"/> recognize how science is used to understand changes in populations, issues related to resources, and changes in environments.	X	X		X	X		X	X	
<b>GRADE 5 SOCIAL STUDIES</b>									
<b>Historical Perspective</b>									
<b>Students will</b>									
<input type="checkbox"/> explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).			X						
<input type="checkbox"/> trace change over time in the history of the United States and identify reasons for change.		X	X						
<input type="checkbox"/> examine the historical contributions of individuals and groups.		X	X						
<b>Geography</b>									
<b>Students will</b>									
<input type="checkbox"/> use a variety of tools to obtain and present geographic information (e.g., landforms, natural resources, natural disasters) about the United States and its close neighbors (i.e., Canada, Mexico).							X		
<input type="checkbox"/> develop mental maps of the United States.							X		
<input type="checkbox"/> recognize unique places in the United States.							X		
<input type="checkbox"/> examine how the history of the United States was influenced by its physical environment.			X						
<input type="checkbox"/> understand human settlement patterns in the United States and how they were related to the physical environment.			X						
<input type="checkbox"/> understand how the people of the United States have used technology to modify the environment to meet their needs.		X	X						X
<b>Culture and Society</b>									
<b>Students will</b>									
<input type="checkbox"/> understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.			X						
<input type="checkbox"/> examine social interactions among diverse groups in the history of the United States.			X						

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<b>GRADE 5 HEALTH EDUCATION</b>									
<b>Individual Well-Being</b>									
<b>Students will</b>									
<input type="checkbox"/> demonstrate responsibility to oneself and others.		X		X	X		X	X	
<input type="checkbox"/> apply rules in groups and determine how their application enables groups to function effectively.	X	X			X		X		
<input type="checkbox"/> demonstrate how individuals and groups are interdependent.		X			X		X		X
<input type="checkbox"/> determine unsafe or threatening situations and procedures for dealing with them.		X						X	
<input type="checkbox"/> apply conflict resolution strategies.		X					X		
<b>Consumer Decisions</b>									
<b>Students will</b>									
<input type="checkbox"/> analyze differences between needs and wants and provide examples.				X					X
<input type="checkbox"/> apply decision-making strategies when buying products based on price, features, and quality.									X
<b>Personal Wellness</b>									
<b>Students will</b>									
<input type="checkbox"/> explain and exhibit personal safety strategies.		X							X
<b>Mental Wellness</b>									
<b>Students will</b>									
<input type="checkbox"/> analyze positive and negative consequences of choices and actions.		X	X				X	X	
<b>Community Services</b>									
<b>Students will</b>									
<input type="checkbox"/> identify governmental health and safety regulations.		X							
<input type="checkbox"/> describe and access health and safety services that agencies (e.g., health department, fire department, police department) provide to the community.	X	X			X			X	X
<input type="checkbox"/> identify community guidelines (e.g., animal control, sanitation, immunization) that promote healthy environments.		X	X						
<b>GRADE 5 PHYSICAL EDUCATION</b>									
<b>Personal Wellness</b>									
<b>Students will</b>									
<input type="checkbox"/> evaluate their own progress toward fitness goals using appropriate instruments (e.g., stopwatch, tape measure).									X
<b>Psychomotor</b>									
<b>Students will</b>									
<input type="checkbox"/> improve competency and consistency in performing locomotor (e.g., walk, run, hop) and nonlocomotor (e.g., push, pull, twist, turn, curl, stretch, balance) skills in games and sports.									X
<input type="checkbox"/> demonstrate movement concepts as they are used in various games and activities (e.g., space awareness, effort, relationship that occurs between objects and individuals).									
<input type="checkbox"/> exhibit motor skills with fundamental locomotor movement (e.g., walk, run, hop) in the performance of games and sports.									
<b>Lifetime Activity</b>									
<b>Students will</b>									
<input type="checkbox"/> refine practice techniques to achieve consistency for a variety of physical activities.									X
<input type="checkbox"/> demonstrate sportsmanship (e.g., complying with rules, responding appropriately) in games and sports activities.	X	X					X		